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ABSTRACT

This revised language arts curriculum framework lists the content standards for writing; reading; and listening, speaking, and viewing. The writing section's standards are designed to help students employ a wide range of strategies as they write; use different writing process elements appropriately to communicate to different audiences for a variety of purposes; and apply knowledge of language conventions to print and non-print texts. Reading standards are focused to help students comprehend, evaluate, and respond to works of literature and other kinds of writing which reflect their own cultures and developing viewpoints as well as those of others. The reading section also focuses on guiding students to demonstrate a willingness to use reading to continue to learn, to communicate, and to solve problems independently. The listening, speaking, and viewing standards focus on helping students develop and apply these communication skills through a variety of informal and formal opportunities. Student learning expectations for kindergarten through fourth grade; fifth through eighth grade; and ninth through twelfth grade are paired with assessment options and possibilities. Examples of assessments are statewide tests, teacher made tests, portfolios, or performances. Scenarios are described for each section in each grade level. A final section explains how to employ the Internet in teaching these subjects. (PM)

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The Arkansas Department of  
**Education**

## Revised Language Arts Curriculum Framework

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Strand 1: Writing	<p><i>Assessment Options and Possibilities</i></p> <p><b>Content Standard 1:</b> Students will employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. <b>Grades K-4 (Student learning expectations:)</b></p> <p>W.1.1. Move from visual and spoken experiences to written language through positive modeling.</p> <p>W.1.2. <b>Understand the relationship between letters and words, words and sentences, sentences and paragraphs, and paragraphs and whole pieces.</b></p> <p>W.1.3. Follow patterns from predictable books, poems and stories.</p> <p>W.1.4. Use individual and collective strategies for finding and developing ideas about which to write.</p> <p>W.1.5. <b>Write from experiences and thoughts.</b></p> <p>W.1.6. Write in one or more subject areas daily.</p> <p>W.1.7. <b>Recognize and express cultural diversity in writing.</b></p> <p>W.1.8. Respond appropriately to the writing of others.</p> <p>W.1.9. Use the responses of others to review writing for clarity, style and content.</p> <p>W.1.10. Acquire information with the use of computers and other available technology to gather, write and revise texts.</p> <p>W.1.11. Write in a variety of modes such as journals, stories, poems, letters, interviews and notes.</p> <p>W.1.12. Write for a variety of audiences such as peers, parents, teachers and community.</p> <p>W.1.13. <b>Write for a variety of purposes such as to persuade, to enjoy, to entertain, to inform, to record, to respond to reading, and to solve problems.</b></p> <p>W.1.14. Develop a collection of writings.</p> <p><b>Assessment Legend:</b> S: statewide; T: teacher made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal; W: writing.</p>
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<p><b>Strand 1: Writing</b></p> <p><b>Content Standard 2:</b> Students will apply knowledge of language structure and language conventions (e.g., spelling and punctuation) to print and nonprint texts.</p> <p><b>Grades K-4 (Student learning expectations:)</b></p> <ul style="list-style-type: none"> <li><b>W.2.1.</b> Write independently on self-selected topics.</li> <li><b>W.2.2.</b> Organize information according to criteria for importance and impact rather than according to availability.</li> <li><b>W.2.3.</b> Work in cooperative groups to produce a written product.</li> <li><b>W.2.4.</b> Monitor progress of self and others.</li> <li><b>W.2.5.</b> Accept responsibility for completing writing tasks.</li> <li><b>W.2.6.</b> Edit writing for developmentally appropriate spelling, usage, mechanics, grammar, vocabulary, handwriting, and content accuracy.</li> <li><b>W.2.7.</b> Publish writing in a variety of ways such as class anthologies, public readings, newsletters, newspapers, bulletin boards, sharing with others and books.</li> </ul> <p><b>Assessment Legend:</b> S: statewide; T: teacher made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal; W: writing.</p>	<i>Assessment Options and Possibilities</i> <ol style="list-style-type: none"> <li>1. PO, LJ, PR</li> <li>2. S, T, PR</li> <li>3. PE, PR, C,</li> <li>4. C, PO, LJ</li> <li>5. S, T, C</li> <li>6. S, C, T</li> <li>7. PE, EX, PJ</li> </ol>
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<b>Strand 2: Reading</b> <b>Content Standard 1:</b> Students will comprehend, evaluate, and respond to works of literature and other kinds of writing which reflect their own cultures and developing viewpoints as well as those of others. <b>Grades K-4 (Student learning expectations:)</b>	<i>Assessment Options and Possibilities</i>
<p>R.1.1. Demonstrate understanding of the relationship between written and oral language.</p> <p><b>R.1.2. Demonstrate and use concepts of print such as directionality, spacing, punctuation, and configuration in developmentally appropriate ways.</b></p> <p>R.1.3. Recognize and associate letters and sounds.</p> <p>R.1.4. Use phonetic skills to decode words.</p> <p>R.1.5. Use major cueing systems such as phonetic, syntactic, and semantic to decode and construct meaning</p> <p>R.1.6. Expand vocabulary through reading.</p> <p><b>R.1.7. Understand the goal of reading is to construct meaning.</b></p> <p>R.1.8. Understand that reading is communication between the author and the reader.</p> <p>R.1.9. Establish purposes for reading such as enjoying, learning, modeling, sharing, performing, investigating and solving problems.</p> <p>R.1.10. Use relationships between words and sentences, sentences and paragraphs, and paragraphs and whole pieces to understand text.</p> <p>R.1.11. Use prior knowledge to extend reading ability and comprehension.</p> <p>R.1.12. Use specific strategies such as making comparisons, predicting outcomes, drawing conclusions, identifying the main ideas, and understanding cause and effect to comprehend a variety of literary genres from diverse cultures and time periods.</p> <p>R.1.13. Understand that texts have different purposes (e.g. persuading, informing, entertaining and instructing).</p>	1. O, LJ 2. S, T, O 3. T, C, OB 4. S, T, O 5. S, T, O 6. S, T, O 7. S, T, W 8. O, LJ 9. S, T, PO 10. S, T, W 11. S, T, PR 12. S, T, W 13. S, T, PE

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<p><b>Strand 2: Reading</b></p> <p><b>Content Standard 1:</b> Students will comprehend, evaluate, and respond to works of literature and other kinds of writing which reflect their own cultures and developing viewpoints as well as those of others.</p> <p><b>Grades K-4 (Student learning expectations:)</b></p> <ul style="list-style-type: none"> <li>R.1.14. Use print for daily activities (e.g. following directions, using references).</li> <li>R.1.15. <b>Demonstrate knowledge of expository and narrative texts.</b></li> <li>R.1.16. <b>Use strategies for visual organization of information such as story maps, semantic mapping, charts, etc.</b></li> <li>R.1.17. Read independently and with others daily (e.g. sustained silent reading, shared reading, partner reading).</li> <li>R.1.18. Read, listen, and respond to a variety of literary genres from diverse cultures.</li> <li>R.1.19. Read more than one work by a single author.</li> <li>R.1.20. Use strategies such as keeping reading logs, conferences with teacher, and discussions with other readers for monitoring progress in reading.</li> <li>R.1.21. Experiment with creative and playful language such as text innovations, choral reading, etc.</li> <li>R.1.22. Use technological aids (e.g. data base, spreadsheet, desktop publishing) to support growth in reading performance.</li> </ul> <p><b>Assessment Legend:</b> S: statewide; T: teacher made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal; W: writing.</p>	<i>Assessment Options and Possibilities</i> 14. T, W, PR 15. S, T, PO 16. S, T, W 17. O, C 18. S, T, LJ 19. C, PR, LJ 20. PO, PR, LJ 21. PE, O, LJ 22. PE, PO, O
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Strand 2: Reading  Content Standard 2: Students will demonstrate a willingness to use reading to continue to learn, to communicate and to solve problems independently.  Grades K-4 (Student learning expectations:)	<i>Assessment Options and Possibilities</i> <ul style="list-style-type: none"> <li>1. S, T, W</li> <li>2. O, C, LJ</li> <li>3. S, O, T</li> <li>4. S, T, D,</li> <li>5. O, C, PR</li> <li>6. PE, W, PO</li> <li>7. LJ, D, E</li> <li>8. O, LJ, PE</li> </ul>
<p><b>R.2.1. Use critical thinking and problem solving strategies to integrate content from all subject matter areas.</b></p> <p>R.2.2. Read for personal reasons such as for enjoyment, for information, and for inquiry.</p> <p><b>R.2.3. Demonstrate fluency and comprehension in both silent and oral reading.</b></p> <p><b>R.2.4. Select appropriate reading material from library media centers and other sources.</b></p> <p>R.2.5. Respond to reading in a variety of ways (e.g. writing, retelling, art, drama).</p> <p>R.2.6. Use reading to enhance writing.</p> <p>R.2.7. Select appropriate resource material from a variety of sources (e.g. library media centers, community and home).</p> <p>R.2.8. Initiate and participate in conversations about reading.</p>	<p>Assessment Legend: S: statewide; T: teacher made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal; W: writing.</p>

<i>Assessment Options and Possibilities</i> 1. S, O, T 2. O, T 3. W, PR, O 4. O, PE, W 5. S, T, LJ 6. S, TD 7. PE, W, PO 8. PE, C, LJ 9. LJ, O, C 10. O, C, PR 11. C, PE, O 12. O, PE, LJ 13. T, O, PE 14. PE, O, D 15. C, O, PE 16. C, O, PE 17. PE, D, PR
<p><b>Strand 3: Listening, Speaking and Viewing</b></p> <p><b>Content standard:</b> Students will develop and apply the communication skills of listening, speaking and viewing through a variety of informal and formal opportunities.</p> <p><b>Grades K-4 (Student learning expectations)</b></p> <p>LSV.1.1. Listen for a variety of purposes such as enjoyment, information and details.</p> <p>LSV.1.2. Listen selectively and attentively to a variety of speakers.</p> <p>LSV.1.3. Listen to reinforce and extend learning through the use of technology.</p> <p>LSV.1.4. Listen to improve reading, oral and written performance.</p> <p>LSV.1.5. Develop strategies such as asking relevant questions, taking notes and making predictions for understanding what is heard.</p> <p>LSV.1.6. Listen to follow directions sequentially.</p> <p>LSV.1.7. Respond to artistic performances both verbal and musical.</p> <p>LSV.1.8. Share ideas in discussion, conversation and presentation.</p> <p>LSV.1.9. Respond appropriately to thoughts and ideas of others.</p> <p>LSV.1.10. Contribute to class and small group discussions.</p> <p>LSV.1.11. Speak in complete sentences.</p> <p>LSV.1.12. Give reasons in support of opinions expressed.</p> <p>LSV.1.13. Tell and retell stories from writing, reading and pictures.</p> <p>LSV.1.14. Participate in collaborative speaking activities such as choral reading, plays and reciting poems.</p> <p>LSV.1.15. Initiate and participate in conversations about reading.</p> <p>LSV.1.16. Read orally with meaning and expression.</p> <p>LSV.1.17. Explain directions for a particular purpose.</p> <p><b>Assessment Legend:</b> S: statewide; T: teacher made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal; W: writing.</p>

### Strand 3: Listening, Speaking and Viewing

**Content standard:** Students will develop and apply the communication skills of listening, speaking and viewing through a variety of informal and formal opportunities.

- LSV.1.18. Make and respond to introductions.
- LSV.1.19. Confirm understanding by paraphrasing ideas.
- LSV.1.20. Collaborate with others to solve and resolve problems.
- LSV.1.21. Use technology to enhance and evaluate oral performances and presentations.
- LSV.1.22. Check information for accuracy.
- LSV.1.23. Participate in discussion by alternating the roles of speaker and listener.
- LSV.1.24. Discuss current events.
- LSV.1.25. Speak to a variety of audiences in a variety of places for a variety of reasons.
- LSV.1.26. Speak to a variety of audiences in a variety of places for a variety of reasons.
- LSV.1.27. Engage the audience with eye contact and appropriate verbal cues.
- LSV.1.28. Recognize when audiences do not understand the message and adapt speaking to clarity.
- LSV.1.29. Use clear, concise, organized language when speaking.
- LSV.1.30. Respond to questions from the audience.
- LSV.1.31. Give immediate, respectful, detailed feedback to a variety of speakers.
- LSV.1.32. Receive and use constructive feedback to improve speaking abilities.
- LSV.1.33. Make informed judgements about television, radio, and film productions.
- LSV.1.34. Demonstrate an awareness of the presence of media in daily life.
- LSV.1.35. Evaluate the role media plays in focusing attention and forming opinions.
- LSV.1.36. Judge the extent to which media provide a source of entertainment as well as a source of information.
- LSV.1.37. Interpret the role of advertising as a part of media.

Assessment Legend: S: statewide; T: teacher made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal; W: writing.

- 18. PE, O, C
- 19. T, O, E, PR
- 20. C, O, PJ
- 21. O, C, PE, D
- 22. C, O, PJ
- 23. O, PE, C
- 24. PE, OB, E
- 25. O, C, LJ
- 26. PE, O, D
- 27. C, O, PE, T
- 28. O, PE
- 29. O, C, PE
- 30. C, O, PE
- 31. O, PE
- 32. O, PE, C
- 33. O, PE, LJ
- 34. O, D, LJ, PE
- 35. D, PR, LJ
- 36. D, PR, LJ
- 37. D, PR, LJ

Strand 1: Writing	Assessment Options and Possibilities
<p><b>Content Standard 1:</b> Students will employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.</p> <p><b>Grades 5-8 (Student learning expectations:)</b></p> <p>W.1.1. Write in class for uninterrupted periods of time about experiences, thoughts, and attitudes of self and others.</p> <p>W.1.2. Write in a variety of forms, such as personal narrative, dialogue, persuasive essays, messages and letters, poetry, advertisements.</p> <p>W.1.3. Write to reflect personal, multicultural and universal ideas.</p> <p>W.1.4. Analyze thinking through the writing of explanations, directions, outlines and story maps.</p> <p>W.1.5. Collect, organize, and present data from wide variety of informational and technological resources, e.g., CD-ROM and interviews.</p> <p>W.1.6. Maintain and evaluate a collection of writing samples.</p> <p>W.1.7. Apply a variety of prewriting activities including clustering, brainstorming, dialogue, drawing, role playing and learning logs.</p> <p>W.1.8. Develop a first draft that focuses on a central idea.</p> <p>W.1.9. Revise writing based on student-teacher collaborative feedback in order to re-examine for purpose, audience, voice, and sentence effectiveness.</p> <p>W.1.10. Edit using resources to correct spelling, punctuation, grammar and usage.</p> <p>W.1.11. Select a publishing form and produce a completed writing product.</p> <p>Assessment Legend: S: statewide; T: teacher made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; L: log/journal; W: writing.</p>	1. W, LJ, PE, O, C, PR 2. S, W, LJ, PE, O, C, PO, E, D, PR, T 3. S, W, LJ, PE, O, C, PO, T 4. S, W, LJ, PE, O, C, E, D, T 5. W, LJ, PE, O, C PO, E, D 6. W, LJ, PE, O, C, PO, E, D 7. S, W, LJ, PE, O, C, PO, EX, D, T 8. S, W, LJ, PE, O, C, PO, T 9. S, W, LJ, PE, O, C, PO, T 10. S, W, LJ, PE, O, C, P, T 11. S, W, LJ, PE, O, C, PO, T

<p><b>Strand 1: Writing</b></p> <p><b>Content Standard 2:</b> Students will apply knowledge of language structure and language conventions (e.g., spelling and punctuation) to print and nonprint texts.</p> <p><b>Grades 5–8 (Student learning expectations:)</b></p> <p><b>W.2.1. Use developmentally appropriate spelling, usage and mechanics in writing.</b></p> <p><b>W.2.2. Use reference materials such as thesaurus and dictionary.</b></p> <p><b>W.2.3. Use computer tools, e.g., thesaurus, dictionary, spell check.</b></p> <p><b>W.2.4. Expand content-specific and personal vocabularies in writing.</b></p> <p><b>W.2.5. Evaluate style in relation to purpose and audience.</b></p>	<p><b>Assessment Options and Possibilities</b></p> <p>1. S, T, W, LJ, PE, O, C, PO 2. S, T, W, LJ, PE, O, C, PO 3. T, W, LJ, PE, O, C, PO 4. S, T, W, LJ, PE, O, C, PO 5. T, W, LJ, PE, O, C, PO</p>
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**Strand 2: Reading****Content Standard 1:**

**Students will comprehend, evaluate, and respond to works of literature and other kinds of writing which reflect their own cultures and developing viewpoints as well as those of others.**

**Grades 5-8 (Student learning expectations):**

- R.1.1. Read individually and in groups.
- R.1.2. Analyze related and implied main ideas and supportive details.
- R.1.3. Analyze text using patterns of organization, such as story elements, cause and effect, comparison and contrast.
- R.1.4. Analyze literature for purpose, ideas, and style of author.
- R.1.5. Read to discern validity of written material, such as propaganda and bias.
- R.1.6. Read and follow directions.
- R.1.7. Apply syntactic, semantic, and phonetic cues to decode and construct meaning from print.
- R.1.8. Employ background knowledge to aid in reading and writing, comprehension, problem-solving strategies, and critical thinking.
- R.1.9. Analyze features and organization of the text, e.g., bold type, glossary.
- R.1.10. Compare literary elements, e.g., setting, character traits.
- R.1.11. Apply literal and inferential comprehension strategies to analyze a variety of genres from diverse cultures and time periods.
- R.1.12. Establish purpose for reading.
- R.1.13. Demonstrate proficiency in oral reading, e.g., shared reading activities.
- R.1.14. Expand content-specific and personal vocabularies in reading.
- R.1.15. Employ comprehension strategies such as prediction, skimming and sequencing.
- R.1.16. Evaluate and react critically to what has been read.
- R.1.17. Read and write in the modes of discourse, e.g., descriptive, narrative, persuasive, informative.

Assessment Legend: S: statewide; T: teacher made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal; W: writing.

<p><b>Strand 2: Reading</b></p> <p><b>Content Standard 2:</b> Students will demonstrate a willingness to use reading to continue to learn, to communicate and to solve problems independently.</p> <p><b>Grades 5-8 (Student learning expectations:)</b></p> <ul style="list-style-type: none"> <li>R.2.1. <b>Read a variety of materials for a variety of purposes.</b></li> <li>R.2.2. <b>Self-select reading materials from libraries and other sources.</b></li> <li>R.2.3. <b>Choose reading to satisfy, extend and expand personal interests.</b></li> <li>R.2.4. <b>Choose reading as an information-gathering tool to develop informed opinions and make decisions.</b></li> <li>R.2.5. <b>Read to research an idea using various technical resources.</b></li> <li>R.2.6. <b>Use library and reference skills.</b></li> </ul> <p>Assessment Legend: S: statewide; T: teacher made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal; W: writing.</p>	<i>Assessment Options and Possibilities</i> <ol style="list-style-type: none"> <li>1. S, T, O, LJ, W, PE, C, PO</li> <li>2. C, O, PE, LJ, PO</li> <li>3. C, O, PE, LJ, PO</li> <li>4. C, O, PE, LJ, PO</li> <li>5. PE, PR, E, D, O</li> <li>6. S, T, PE, O, LJ</li> </ol>
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<p><b>Strand 3: Listening, Speaking and Viewing</b></p> <p><b>Content Standard:</b> Students will develop and apply the communication skills of speaking, listening, and viewing through a variety of informal and formal opportunities.</p> <p><b>Grades 5-8 (Student learning expectations:)</b></p> <p>LSV.1.1. Respond orally to materials read, e.g., book reports, cooperative groups, literature circles.</p> <p>LSV.1.2. <b>Expand content-specific and personal vocabularies in listening and speaking.</b></p> <p>LSV.1.3. <b>Comprehend oral instructions.</b></p> <p>LSV.1.4. <b>Give and follow directions.</b></p> <p>LSV.1.5. Listen and contribute to discussions.</p> <p>LSV.1.6. <b>Analyze and evaluate what is heard.</b></p> <p>LSV.1.7. <b>Summarize and paraphrase what others have said.</b></p> <p>LSV.1.8. Read orally with meaning and expression.</p> <p>LSV.1.9. Plan, develop and produce a visual presentation, using a variety of media such as videos, newspapers, magazines and computer images.</p> <p>LSV.1.10. <b>Recognize propaganda, bias, and censorship.</b></p> <p>LSV.1.11. Speak before a group to express or defend an opinion, present information, tell a story, or share a visual display.</p> <p>LSV.1.12. Conduct an interview.</p> <p>LSV.1.13. Make and respond to introductions.</p> <p>LSV.1.14. Use clear, concise language when speaking.</p> <p>LSV.1.15. Exhibit effective use of body and voice.</p>	<p><i>Assessment Opportunities and Possibilities</i></p> <ol style="list-style-type: none"> <li>1. C, PE, O, PR, D, E LJ, PO</li> <li>2. S,D, W, T, O, PE, PO, LJ, C</li> <li>3. S, T, W, PE, O, LJ, C</li> <li>4. S, T, W, PE, O, LJ, C</li> <li>5.O, C, PE, W, LJ</li> <li>6.S, W, T, PE, O, LJ, CK, PF</li> <li>7. S, T, W, PE, O, LJ, PO</li> <li>8. PE, O, C, PO</li> <li>9. PE O, C, PR, E, D, LJ</li> <li>10. S, T, O, C, LJ, W, E, D, PO</li> <li>11. PE, O, C, PJ, E, D, LJ, PO</li> <li>12. PE, O, C, D, LJ, PO</li> <li>13. PE, O, C, D, LJ, PO</li> <li>14.. PE, O, C, D, LJ, PO</li> <li>15. PE, O, C, D, LJ, PO</li> </ol> <p><b>Assessment Legend:</b> S: statewide; T: teacher made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal; W: writing.</p>
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<p><b>Strand 1: Writing</b></p> <p><b>Content Standard 1:</b> Students will employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.</p> <p>Grades 9-12 (Student learning expectations):</p> <ul style="list-style-type: none"> <li>W.1.1. Activate, organize and build upon background knowledge through a variety of cooperative and individual strategies, e.g. brainstorming, concept-mapping, role-playing.</li> <li>W.1.2. Build a store of ideas for writing through appropriate classroom activities relating past or present experiences, literature, the opinions of others, etc.</li> <li>W.1.3. Select and use methods of organization appropriate to audience and purpose.</li> <li>W.1.4. Synthesize information from a variety of sources, such as traditional print, word processors, spreadsheet, graphic software, Internet, etc.</li> <li>W.1.5. Write in response to new learning in a variety of written forms.</li> <li>W.1.6. Write to persuade, to defend, to inform, and to explain from thoughts, experience and research.</li> <li>W.1.7. Write to show knowledge of cultural diversity.</li> <li>W.1.8. Write for real or potentially real situations such as job applications, business letters, college applications.</li> <li>W.1.9. Apply a variety of strategies to aid in writing about texts, e.g. prediction, context clues, phonics, structural analysis, note taking, recalling facts, determining cause and effect, paraphrasing.</li> <li>W.1.10. Construct from text a statement of central purpose and theme.</li> <li>W.1.11. Integrate information from within the text, from other texts, and from one's own background knowledge/experience to develop written solutions to problems.</li> <li>W.1.12. Gather research data from a variety of traditional and electronic sources to formulate, substantiate, or refute opinions or theories.</li> <li>W.1.13. Write to develop, apply, and defend judgments about the quality of text.</li> <li>W.1.14. Use appropriate formatting to aid in the comprehension and focus of the student's writing.</li> <li>W.1.15. Write in class for uninterrupted periods of time both with pen and paper and on word processor.</li> <li>W.1.16. Establish and use criteria for self-evaluation of writing.</li> <li>W.1.17. Revise writing for clarity, coherence, economy, syntax, and style.</li> <li>W.1.18. Share writing through peer/teacher feedback sessions, exhibitions, classroom displays, multimedia publications, and contests.</li> </ul> <p>Assessment Legend: S: statewide; T: teacher made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal; W: writing.</p>	<p>Assessment Options and Possibilities</p> <p>1. S, T, PO, PR, C, O, PE, E, D, LJ, W 2. T, PO, PR, C, O 3. PO, LJ, W 4. S, T, PR, C, O, PE, E, D, LJ, W 5. S, T, PO, PR, C, O, PE, LJ, W 6. S, T, PO, PR, C, O, PE, E, D, LJ, W 7. S, T, PR, PO, C, O, PE, E, D, LJ, W 8. S, T, PO, PR, C, O, PE, E, DM, LJ, W 9. S, T, PO, PR, C, O, P, E, DLJ, W 10. S, T, PO, PR, C, O, PE, E, D, LJ, W 11. S, T, PO, C, PF, D, W 12. T, PO, C, PE, DLJ, W 13. T, PO, C, PE, DLJ, W 14. S, T, PO, O, PE, LJ, W 15. T, PR, C, O, LJ, W 16. S, T, PO, E, D, PR, C, PE, LJ, W 17. S, T, PO, PR, C, PE, 18. PO, PR, O, PE, E, D, LJ, W</p>
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<p><b>Strand 1: Writing</b></p> <p><b>Content Standard 2:</b> Students will apply knowledge of language structure and language conventions (e.g., spelling and punctuation) to print and nonprint texts.</p> <p><b>Grades 9-12 (Student learning expectations):</b></p> <ul style="list-style-type: none"> <li><b>W.2.1. Maintain and evaluate a collection of writings.</b></li> <li><b>W.2.2. Edit writing for appropriate mechanics and usage.</b></li> <li><b>W.2.3. Use style sheet for manuscript and multimedia production and presentation.</b></li> <li><b>W.2.4. Use correct citations for sources of information including data from the Internet and other multimedia sources.</b></li> <li><b>W.2.5. Synthesize research data into an original work and present that work in a developmentally appropriate manner, such as reports, annotated bibliographies, research papers, multimedia presentations, etc.</b></li> </ul> <p><b>Assessment Legend:</b> S: statewide; T: teacher made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal; W: writing.</p>	<p><i>Assessment Options and Possibilities</i></p> <ol style="list-style-type: none"> <li>1. PO, C, LJ, W</li> <li>2. S, T, PO, PR, CK, LJ, WR</li> <li>3. T, PO, C, O, E, D, LJ, W</li> <li>4. T, PO, C, O, W</li> <li>5. PO, PR, PE, E, W</li> </ol>
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<p><b>Strand 2: Reading</b></p> <p><b>Content Standard 1:</b> Students will comprehend, evaluate, and respond to works of literature and other kinds of writing which reflect their own cultures and viewpoints as well as those of others.</p> <p><b>Grades 9-12 (Student learning expectations:)</b></p> <p>R.1.1. <b>Read and analyze works from various genres and cultures.</b></p> <p>R.1.2. <b>Read and analyze material written for a general audience to meet personal goals, e.g. individual improvement, leisure activities, confirmation of theory.</b></p> <p>R.1.3. <b>Read and analyze a variety of materials for academic and other purposes, e.g. science journals to illustrate current trends in science, biographies to provide depth of understanding of historical events, etc.</b></p> <p>R.1.4. <b>Read and understand different points of view.</b></p> <p>R.1.5. Monitor independent reading and make necessary corrections and adjustments to aid in comprehension.</p> <p>R.1.6. <b>Analyze a diversity of ideas generated by authors of different races, beliefs, genders, ages, etc.</b></p> <p>R.1.7. <b>Apply a variety of strategies to aid in the comprehension of text, e.g. prediction, context clues, phonics, structural analysis, note taking, recalling facts, determining cause and effect, paraphrasing.</b></p> <p>R.1.8. <b>Articulate the central purpose or theme of a text.</b></p> <p>R.1.9. <b>Integrate information from within the text, from other texts, and from one's own background knowledge/experience to develop solutions to problems.</b></p> <p>R.1.10. <b>Gather research data from a variety of sources to formulate, substantiate, or refute opinions or theories.</b></p> <p>R.1.11. <b>Analyze how works of a given period reflect historical events.</b></p> <p>R.1.12. <b>Analyze the relationship between contemporary writing and past literary traditions.</b></p> <p>R.1.13. <b>Develop criteria for judging the quality of literary works.</b></p> <p>R.1.14. <b>Develop, apply, and defend judgments about the content and quality of text.</b></p> <p>R.1.15. <b>Use types, structures, and features of the text--for example, headings, subheadings, examples, and subordinate organization -- to aid in comprehension.</b></p> <p>R.1.16. <b>Apply critical thinking skills in interpreting text, e.g. inferencing, comparing/contrasting, analyzing, evaluating.</b></p> <p>R.1.17. <b>Respond critically to what has been read, e.g. conduct panel discussions, participate in group discourse, generate ideas, develop position papers, create models.</b></p>	<p><i>Assessment Options and Possibilities</i></p> <table border="0"> <tr> <td>1. S, T, PR, C, LJ, O</td><td>W</td></tr> <tr> <td>2. S, T, PO, LJ, E, D, W</td><td></td></tr> <tr> <td>3. S, T, P, LJ, E, D, W</td><td></td></tr> <tr> <td>4. S, T, PO, PR, PE, E, D, W</td><td></td></tr> <tr> <td>5. T, PR, PO, LJ, O, E, D, W</td><td></td></tr> <tr> <td>6. S, T, PO, PR, LJ, O, PE, E, D, W</td><td></td></tr> <tr> <td>7. S, T, PO, PR, LJ, O, PE, E, D, W</td><td></td></tr> <tr> <td>8. S, T, PO, PR, LJ, E, DM, W</td><td></td></tr> <tr> <td>9. S, T, LJ, W</td><td></td></tr> <tr> <td>10. S, T, PO, PR, E, D, W</td><td></td></tr> <tr> <td>11. S, T, PO, PR, LJ, E, D, W</td><td></td></tr> <tr> <td>12. S, T, PO, PR, LJ, E, D, W</td><td></td></tr> <tr> <td>13. S, T, PO, PR, LJ, E, D, W</td><td></td></tr> <tr> <td>14. S, T, C, LJ, EX, D, W</td><td></td></tr> <tr> <td>15. S, T, PO, PR, LJ, PE, E, D, W</td><td></td></tr> <tr> <td>16. S, T, PO, PR, C, LJ, PE, E, D</td><td></td></tr> <tr> <td>17. S, T, PO, PR, C, LJ, O</td><td></td></tr> </table>	1. S, T, PR, C, LJ, O	W	2. S, T, PO, LJ, E, D, W		3. S, T, P, LJ, E, D, W		4. S, T, PO, PR, PE, E, D, W		5. T, PR, PO, LJ, O, E, D, W		6. S, T, PO, PR, LJ, O, PE, E, D, W		7. S, T, PO, PR, LJ, O, PE, E, D, W		8. S, T, PO, PR, LJ, E, DM, W		9. S, T, LJ, W		10. S, T, PO, PR, E, D, W		11. S, T, PO, PR, LJ, E, D, W		12. S, T, PO, PR, LJ, E, D, W		13. S, T, PO, PR, LJ, E, D, W		14. S, T, C, LJ, EX, D, W		15. S, T, PO, PR, LJ, PE, E, D, W		16. S, T, PO, PR, C, LJ, PE, E, D		17. S, T, PO, PR, C, LJ, O	
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Strand 2: Reading	Assessment Options and Possibilities
<p><b>Content Standard 2:</b> Students will demonstrate a willingness to use reading to continue to learn, to communicate and to solve problems independently.</p> <p><b>Grades 9-12 (Student learning expectations:)</b></p> <p>R.2.1. <b>Read frequently a variety of materials for varied purposes including enjoyment and problem solving.</b></p> <p>R.2.2. <b>Extend and expand personal reading interests, e.g., print and on-line newspapers, magazines, and journals.</b></p> <p>R.2.3. <b>Initiate and participate actively in conversations about reading, such as Socratic seminars, on-line discussion groups, and book clubs/groups.</b></p> <p>R.2.4. <b>Use the library, the Internet, and other sources as information-gathering tools to develop informed opinions and make decisions in order to achieve educational and employment goals.</b></p> <p>R.2.5. <b>Use electronic media for language arts purposes.</b></p> <p>R.2.6. <b>Use the Internet appropriately for information gathering and problem-solving.</b></p> <p>R.2.7. <b>Collaborate with school and community organizations to foster continued interest in reading, e.g., Read Across America, peer tutoring, community service with youth/ elderly/ non-readers.</b></p> <p>Assessment Legend: S: statewide; T: teacher made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal; W: writing.</p>	1. S, T, PO, PR, LJ, W, PE, E 2. T, PO, PR, LJ, PE, E, D, W 3. C, PO, PR, LJ, PE, E, D, W 4. T, PO, PR, LJ, PE, E, D, W 5. T, P, PR, LJ, PE, E, D, W 6. T, PO, PR, LJ, PE, E, D, W 7. T, PO, PR, LJ, PERF, EX, D, W

<p><b>Strand 3: Listening, Speaking and Viewing</b></p> <p><b>Content Standard:</b> Students will develop and apply the communication skills of speaking, listening, and viewing through a variety of informal and formal opportunities</p> <p><b>Grades 9-12 (Student learning expectations:)</b></p> <p>LSV. 1.1. <b>Work collaboratively to generate ideas and solve problems.</b></p> <p>LSV. 1.2. Express and logically defend one's ideas.</p> <p>LSV. 1.3. Speak formally to a variety of audiences for a variety of purposes.</p> <p>LSV. 1.4. Participate in activities discussions, and/or debates.</p> <p>LSV. 1.5. Evaluate and respond to oral presentations.</p> <p>LSV. 1.6. Use graphics and supporting audio-visual media.</p> <p>LSV. 1.7. Analyze how the conventions of English (grammar, usage, mechanics, etc.) affect oral expression.</p> <p>LSV. 1.8. Identify the levels of usage and their areas of application.</p> <p>LSV. 1.9. Identify organizational patterns appropriate to diverse situations such as interviews, debates, conversations, etc.</p> <p>LSV. 1.10. Listen effectively in formal and informal situations.</p> <p>LSV. 1.11. Evaluate artistic, educational, and scientific presentations.</p> <p>LSV. 1.12. Evaluate media techniques and messages such as propaganda, bias, censorship, and disinformation.</p> <p>LSV. 1.13. Evaluate information from a variety of sources.</p> <p>LSV. 1.14. Analyze and evaluate what is heard.</p> <p><b>Assessment Legend:</b> S: statewide; T: teacher made tests; PO: portfolio; PR: project; C: checklist; O: observation; PE: performance; E: exhibition; D: demonstration; LJ: log/journal; W: writing.</p>	<p><i>Assessment Options and Possibilities</i></p> <ol style="list-style-type: none"> <li>1. S, T, PE, PO, C, O, E, D, W</li> <li>2. PE, PR, C, O, PE, E, D</li> <li>3. PR, C, O, PE, E, D</li> <li>4. PR, C, O, PE, E, D</li> <li>5. T, PO, PR, C</li> <li>6. S, T,</li> <li>7. S, T, E, D, C</li> <li>8. T, PE, PR, C, LJ</li> <li>9. S, T, PJ, C, O, PE, E, D, W</li> <li>10. S, T, PE, PR, C, O, E, D, W</li> <li>11. T, C, O, W</li> <li>12. S, T, PE, PR, C, O, E, D, W</li> <li>13. PO, PR, C</li> <li>14. T, PR, C, LJ, W</li> </ol>
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**Grades K-4 Scenarios****Writing****Standard 1**

**Students will employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.**

The classroom has writers working on assigned projects as well as independent activities. Students are given opportunities to write creatively using a variety of writing materials, pens and markers, and student-made books. Dictionaries and thesauruses are provided for reference. There are predictable books and poems available as patterns. Journals are used daily to write about interest in various subject areas. Students can write and illustrate their stories using computer programs. An author's chair is utilized for oral presentations. Published work is displayed in the classroom and in other areas.

**Writing****Standard 2****Grades K-4**

**Students will apply knowledge of language conventions (e.g., spelling and punctuation) to print and nonprint texts.**

The classroom will have a variety of charts mounted to help students recall the rules of punctuation, editing, parts of speech, letter formats, and story elements, etc. Students will use the charts while writing independently and/or in cooperative groups. Writing activities will include writing from prompts, self-selected topics, newsletters to be sent home to parents, and various other purposes. These selections could be developed using traditional methods (e.g. paper and pencil) and/or available technologies. Students will use acquired language skills as well as feedback from the teacher and peers to edit for accuracy in spelling, grammar, and punctuation. Students will then rewrite and publish their work, a collection of which will be placed within their portfolio.

**Reading****Standard 1****Grades K-4**

**Students will comprehend, evaluate, and respond to works of literature and other kinds of writing which reflect their own cultures and developing viewpoints as well as those of others.**

The classroom will provide a variety of books for the children to read daily. The available books will be a collection of genres from diverse cultures. Reading centers, partner reading, and guided reading instruction will give students the opportunity to use their knowledge of phonics, cueing systems, and concepts of print to decode words and construct meaning. The students will demonstrate comprehension of main idea, cause and effect, purpose of text, vocabulary, and other reading strategies through discussion groups, reading logs, and student conferences with the teacher. The students can use a database to keep a log of the books they have read either independently or with others. The database will include information such as title, author, genre, summary, and opinion. This log will document the growth of the student in their reading.

**Reading  
Standard 2  
Grades K-4**

Students will demonstrate a willingness to use reading to continue to learn, to communicate and to solve problems independently.

The classroom setting will consist of students working individually and/or in cooperative groups to think critically and to solve problems. The students will be reading cross-curricular materials available in the classroom, brought from home, and checked out from the library media center. After reading these materials, the students will perform a response for the class in the form of a written work, retelling, art, or drama using technology (e.g., video, audio, or desktop publishing).

**Listening, Speaking, and Viewing**

**Standard 1  
Grades K-4**

Students will develop and apply the communication skills of listening, speaking, and viewing through a variety of informal and formal opportunities.

In the classroom, there will be a listening station. There is a story for the students to listen to and a set of activities for them to complete. The students will follow directions, answer questions, and evaluate the selection. The students will also work in the computer lab listening to a passage. After listening to the passage, they will participate in a computer-generated activity. The results of the activity will be available for printing and recording by the teacher.

The students deliver an oral presentation to appeal to the interests of their peers. The attention of the audience will be captured by the speaker with appropriate verbal cues and eye contact. The presenter will respond appropriately to questions from the audience. A videotape will be available for the speaker to critique the performance. The speaker will also accept feedback from the audience in order to improve speaking abilities.

The students in the classroom, after viewing the Weekly Reader article on television viewing habits, will be asked to maintain a TV log for a period of one week. The TV log will tell the time spent watching the program, name of the program, activities given up to watch the program, other activities that were done while viewing, the benefits of viewing, and the detriments of viewing the program. The students will share their TV log with the class. The discussion will focus on the implications of their viewing habits, prioritizing their time, and the role media plays in their daily life.

Grade 5-8 Scenarios  
 Strand 1 Writing  
 Content Standard 1

The classroom is filled with student-created work. Students have been engaged in an author study. They have self-selected one title from a body of work by that author, and there are four to six small groups clustered into literary circles on the basis of their selections.

As the class begins, students write to the following journal prompt: [What questions would you ask this Arkansas author if she or he came to our school? How would this information be of interest to you?] This prompt will serve as a storyboard for a writing assignment. Students will use the writing process to write a letter to their principal asking permission to hold an additional fundraiser to bring this author to their school.

The teacher uses a prominently displayed poster to review the steps of the writing process with the class. She or he will act as a facilitator as she or he monitors the students working. Students have access to their portfolios and visual displays of storymaps produced by their literary circles. Portfolios contain previous works, which include correspondence with the author via the Internet.

Assuming that the author will visit the school, the literary circles will have prepared an appropriate list of questions from these writing experiences to further enhance this author study. This experience will give students the opportunity to employ several writing strategies.

Strand 1 Writing  
 Content Standard 2

Student work is displayed in an exhibit area near a writing center which contains a word processor as well as traditional tools such as pens, pencils, markers, lined and unlined paper, and a set of reference books including a dictionary, thesaurus and almanac. The class is engaged in a weeklong study of adjectives. They will be viewing multiple works by a single artist.

The teacher has presented mini-lessons to develop skills in identifying and strengthening adjectives in writing. Student-made posters identifying general and more specific adjectives are displayed in the classroom.

Students are in cooperative groups, and, following a discussion of today's painting, students begin to brainstorm a list of adjectives as a part of their response to the artwork. They will follow this procedure each day, and, on the final day, students will individually select one work of art and write an analysis of that piece, using descriptive adjectives. On the basis of the description, the class should be able to infer which of the pictures is being described.

## Content Standard 1

Sets of books representing various cultures are displayed in the classroom. They include different versions of the Cinderella story. Students will read and analyze the different versions of Cinderella and make a comparison of them as part of a cultural study. Resources will include books as well as information from the Internet.

Students listen to a version of the Cinderella story read aloud by the teacher or on audiotape. As a whole class, they will analyze the story they have heard and use this process as a model to analyze other versions. After reading Cinderella stories, cooperative groups will prepare graphic organizers demonstrating story components, and the teacher will monitor the progress of the small groups using a checklist. The graphic organizers will be used to share their information with the whole class. Later, they will use these graphic organizers to compare and contrast cultural elements of the different versions. As an extension of this activity, students will write original versions of the Cinderella story.

### Strand 2: Reading

Content Standard 2: Students will demonstrate a willingness to use reading to continue to learn, to communicate and to solve problems independently.

In the classroom, writing materials are available, and there are large surface spaces to allow students to work comfortably. Books with setting as the primary focus and different reference materials such as atlases, newspapers, and informational texts are available. Students will self-select materials from various sources including the classroom, home, the media center and the Internet to prepare a travel brochure. Examples of commercial travel brochures are displayed on a bulletin board.

In a whole-group situation, the teacher begins the lesson by giving a book talk on one or more books with setting as the focus and models a process for transferring information found in a novel to a travel brochure format. From a list of suggested titles, students select their novels. While soft music plays in the background, Sustained Silent Reading time begins. Eventually, students will use facts from their novels and other sources to produce travel brochures.

### Strand 3: Listening, Speaking and Viewing

Content Standard: Students will develop and apply the communication skills of speaking, listening, and viewing through a variety of informal and formal opportunities.

The classroom is arranged so that students can easily view presentations. Areas for displays or props are made available to the student presenters. Students have a checklist of communication skills that they will use to analyze and evaluate what they see and hear during presentations. The teacher has a checklist to assess students as they present.

Following presentations, the class will write responses in their journals. They will meet in their cooperative groups to reflection and discussion. Presenters will be given the opportunity to use other students' checklists for self-assessment.

### Strand 3: Listening, Speaking, and Viewing

**Content Standard:** Students will develop and apply the communication skills of speaking, listening and viewing through a variety of informal and formal opportunities

GRADE LEVEL	Grade Ten
TOPIC	South African Literature and Culture

#### STUDENT LEARNING EXPECTATIONS

During this unit, students, individually and in groups:

- ◆ Work collaboratively to generate ideas and solve problems (SLE1)
- ◆ Express and defend their ideas (SLE2)
- ◆ Participate in oral activities such as interviews, discussions, debates, reader's theater and role-playing (SLE4)
- ◆ Evaluate and respond to oral presentations (SLE5)
- ◆ Use graphics and supporting audio-visual media (SLE6)
- ◆ Listen effectively (SLE10)
- ◆ Analyze and evaluate what is heard (SLE14)

#### ENGAGING ACTIVITIES

During this unit, students will:

- ◆ Read and discuss Alan Paton's *Cry, the Beloved Country*, a novel about the problems of South Africa
- ◆ View and analyze one of the movies made from the novel *Cry, the Beloved Country*
- ◆ Read and discuss Paton's "A Drink in the Passage," a short story about the divisions between whites and natives in South Africa
- ◆ Research the culture and history of South Africa
- ◆ Analyze and debate the similarities in the history of South Africa and the United States
- ◆ Prepare oral presentations about the novel and the country of South Africa

#### CLASSROOM VIGNETTE

The walls of the classroom contain pictures, maps, newspaper articles and protest posters from South Africa. Students are working in cooperative groups on oral presentations on the novel *Cry, the Beloved Country* and the culture of South Africa. One group is preparing a debate over the conflict of cultures in the United States as reflected in the novel. Five students are using the Internet to research famous South African leaders for a role-playing presentation. Another group is using the novel and the movie to write a script for a student-made video, while a fourth group preparing a mock *Dateline*-type program listens as the teacher talks with them about the various tribes and political groups that make up South Africa. When completed, students will present their group projects to the class. After each presentation, the rest of the students will discuss what they have seen and heard and analyze the presentations through written critiques.

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Strand 2: Reading

**Content Standard 1:** Students will comprehend, evaluate, and respond to works of literature and other kinds of writing which reflect their own cultures and viewpoints as well as those of others.

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**GRADE LEVEL** Grade Ten  
**TOPIC** The Knight and the 20<sup>th</sup> Century Ideal  
**STUDENT LEARNING EXPECTATIONS**

During this unit, students, individually and in groups:

- Read works from various genres and cultures. (SLE 1)
- Acknowledge a diversity of ideas generated by authors of different races, beliefs, genders, and ages (SLE 6)
- Apply a variety of strategies to aid in the comprehension of text, structural analysis, note taking, etc. (SLE 8)
- Integrate information from within the text, from other texts, and from one's own background knowledge/experience to develop solutions to problems. (SLE 10)
- Analyze how the works of a given period reflect historical events. (SLE 12)
- Analyze the relationship between contemporary writing and past literary traditions. (SLE 13)
- Apply critical thinking skills in interpreting text, for example, analyzing and evaluating. (SLE 17)
- Respond critically to what has been read. (SLE 18)

**ENGAGING ACTIVITIES**

During this unit, students will:

- Read and discuss selections in the text that deal with King Arthur.
- Read and discuss the portion of Chaucer's *Canterbury Tales* that deals with the knight.
- Research the historical "ideal" in other cultures.
- Discuss the idea of the 20<sup>th</sup> Century ideal..

**CLASSROOM VIGNETTE**

Bring in pictures of the historical "ideal."

**Topic:** Exploration Literature

**Core Concept:** Heighten student awareness of subsistence living in a wilderness; thereby, viewing their own culture and the application of differing subsistence levels according to the culture.

- 1) Begin with a discussion of what it would be like to start a new colony in a wilderness far enough removed from our civilization that we cannot get help from home--colonizing a new planet.
- 2) Introduce John Smith as an adventurer who had developed the skills necessary to found a colony: excellent colorized portrait and biography of Smith may be found on the net at: <http://www.apva.org/history/jsmith.html>
- 3) Assign textbook reading of the excerpt from John Smith's writing--usually covers his meeting with Pocahontas.
- 4) Using Power Point/Corel Presentations produce a lecture, slide show, discussion presentation from the Association for the Preservation of Virginia Antiquities homepage: <http://www.apva.org/> and <http://www.institute.virginia.edu/services/goucester/powha1.htm> and <http://www.erols.com/hojohst/jamestown.html> and <http://www.apva.org/history/pocahont.html>:

Layout of the fort; Spanish interest/spying; food; clothing; weaponry; body of 18-21 year old who was killed by a musket ball in the leg; nobility vs. craftsmen of the group; Indians living in area

- 5) Have students read the paper presented on the Internet by the *Colonial Williamsburg Journal* Vol. 16, No. 3 (Spring 1994) p. 14. <http://www.history.org/other/journal/jsmith.htm>
- 6) Follow this reading with a discussion of what it was like to found a colony
- 7) Students will produce a paper/presentation in which they apply their knowledge of the founding of Jamestown with the problems we would face in colonizing a new planet.

**Grade Level:** Eleventh American Literature

**Topic:** Exploration Literature

**Core Concept:** Heighten student awareness of subsistence living in a wilderness; thereby, viewing their own culture and the application of differing subsistence levels according to the culture.

**STUDENT LEARNING EXPECTATIONS**

Edit writing for appropriate mechanics and usage. (SLE 2)

Use a recognized style sheet for manuscript/multimedia production and presentation. (SLE 3)

Use correct citations for sources of information including data from the Internet and other multi-media sources. (SLE 4)

Synthesize research data into an original work and present that work in a developmentally appropriate manner, such as reports, annotated bibliographies, research papers, and multimedia presentations. (SLE 5)

- 1) Begin with a discussion of what it would be like to start a new colony in a wilderness far enough removed from our civilization that we cannot get help from home--colonizing a new planet.
- 2) Introduce John Smith as an adventurer who had developed the skills necessary to found a colony: excellent colorized portrait and biography of Smith may be found on the net at: <http://www.apva.org/history/jsmith.html>
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# Using the Internet

Explain the APSCN Networking Service to students. The diagram may be found at: <http://www.k12.ar.us/network.htm>

Grade Level: Tenth Grade

Topic: The Net as a Research Component

Core Concept: Students will be able to determine the validity of materials found on The Net and use it as a research tool for enhancing academic growth.

- 1) Uniform Resource Locator or URL--Explain
  - a) address
  - b) letters which stand for numbers (<http://antler.oursc.k12.ar.us=170.211.89.70>)
  - c) people remember letters better than numbers
- 2) Extension following the initial name
  - a) .com=commercial
  - b) .org=organization
  - c) .edu=educational facility (most often college or university) Also .k12 followed by the state and nation represents a public school facility
  - d) .gov=government facility
- 3) Using WebWhacker, whack the following sites and allow students to investigate them and then discuss the methods used to present materials--what is opinion and what is knowledge <http://bedlam.rutgers.edu/ufo.html> and <http://www.mufon.org/> and <http://www.parascope.com/nb/detector.htm>
  - a) students recognize that anyone can publish in print or on The Net
  - b) discuss the difference between the National Inquirer and The New York Times
  - c) discuss the differences among the above URLs
- 4) Search Engines: Metacrawler and Dogpile as opposed to Yahoo
- 5) Pass out a Homepage evaluation sheet
- 6) Students are to choose a topic for research and evaluate 10 hompages dealing with their topic of research

## CLASSROOM BLUEPRINT

(Explain the APSCN Networking Service to students. The diagram may be found at: <http://www.k12.ar.us/network.htm>)

### GRADE LEVEL: Tenth Grade

#### TOPIC: The Net as a Research Component

**CORE CONCEPT:** Students will be able to determine the validity of materials found on The Net and use it as a research tool for enhancing academic growth.

#### STUDENT EXPECTATIONS

Learn the appropriate use of the Internet for information gathering and problem-solving. (SLE 2)

Extend and expand personal reading interests, e.g. print and on-line newspapers, magazines, and journals. (SLE 2)  
Use the library, in Internet, and other sources as information-gathering tools to develop informed opinions and make decisions in order to achieve educational and employment goals. (SLE 4)

Learn to identify and use electronic media for language arts purposes. (SLE 5)

1) Uniform Resource Locator or URL--Explain

- a) address
- b) letters which stand for numbers (<http://antler.oursc.k12.ar.us=170.211.89.70>
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*U.S. Department of Education  
Office of Educational Research and Improvement (OERI)  
National Library of Education (NLE)  
Educational Resources Information Center (ERIC)*



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